

The
SUMMER SESSION
1938 BULLETIN 1938



ALABAMA COLLEGE

The State College for Women

MONTEVALLO, ALABAMA

Alabama College Bulletin

JANUARY, 1938

Published Quarterly by Alabama College

Vol. XXX, No. 3

Total No. 125

Entered at the Post Office, Montevallo, Alabama,
as Second Class Matter.

THE CALENDAR

SUMMER SCHOOL, 1938

June 13	<i>Monday.</i> First term begins.
June 15-18	<i>Wednesday through Saturday.</i> Alabama Writers' Conclave.
June 20-July 1	Progressive Education Non-Credit Short Course.
June 22-25	<i>Wednesday through Saturday.</i> Student Career Conference.
June 30-July 1	<i>Thursday through Friday.</i> Joint Curriculum and Progressive Education Conference.
July 5-15	Progressive Education Non-Credit Short Course.
July 18	<i>Monday.</i> School of Instruction for Vocational Home Economics Teachers begins.
July 20	<i>Wednesday.</i> First term ends.
July 21	<i>Thursday.</i> Second term begins.
August 5	<i>Friday.</i> School of Instruction for Vocational Home Economics Teachers ends.
August 24	<i>Wednesday.</i> Second term ends.

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ALABAMA COLLEGE

The State College for Women

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ALABAMA COLLEGE SUMMER SCHOOL

ARTHUR FORT HARMAN, B.S., LL.D., *President*T. H. NAPIER, A.M., Ph.D., L.H.D., *Dean*M. L. ORR, A.M., Ph.D., *Director*

FACULTY

LOIS ACKERLEY *Home Economics*

A.B., State University of Iowa; M.A., Columbia University; Ph.D., State University of Iowa. Teaching experience in high schools; Limestone College; Research Assistant, University of Iowa. Director, School of Home Economics, Alabama College, four years.

WILLIS ALESHIRE *Violin*

A.B., Ohio Wesleyan; B.M., Ohio State University. Teaching experience in schools of southern Ohio. Alabama College, one summer.

A. C. ANDERSON *Secondary Education*

A.B., Howard College; M.A., Columbia University. Teacher and principal of rural schools; ten years county high school principal; County Superintendent of Education, Barbour County; Supervising Principal, Montgomery County Schools; President, Newton Institute; Superintendent of Schools, Ozark, Alabama. Alabama College, ten years.

LILIAN BARKSDALE *High School History*

B.S., George Peabody College for Teachers; M.A., University of Alabama; Diploma, Jacksonville State Normal School. Sixteen years, Alabama high schools. Alabama College Training School, ten years.

MAMIE BRASWELL *Mathematics*

A.B., University of Alabama; M.A., George Peabody College for Teachers. Teaching experience in Kellerman Junior High School; Walker County High School; State Secondary Agricultural High School, Sylacauga; Montevallo High School. Alabama College, seven years.

IRENE S. BRAUER *Elementary Demonstration School*

B.S., M.A., Columbia University. Teacher of primary grades at Palmerton, Pennsylvania, and Atlantic City; Critic Teacher, Willimantic Normal School, Willimantic, Connecticut. Alabama College, two summers.

MYRTLE BROOKE *Sociology*

A.B., George Peabody College for Teachers; M.A., Columbia University; Special Study, University of Chicago and University of Tennessee. Six years. public schools of Georgia; four years, high school work in Louisiana. Alabama College, twenty-seven years.

ISOBEL BRUCE *Sociology*

B.Sc., University of London; M.A., University of Chicago. Executive Secretary of Family Welfare Society, Huntington, W. Va. Taught at Marshall College, Huntington, W. Va., West Virginia University. Alabama College, two years.

FRANCES BURNS *Biology*

Student at University of Alabama. Alabama College, one summer.

EDNA COLLINS *Demonstration High School*

Trained in Pratt Institute, New Jersey State Normal and Columbia University. Experience in fourth and fifth grades, Passaic, New Jersey; art in junior high school, Elizabeth, New Jersey; fourth and fifth grades, Tower Hill School, Wilmington, New Jersey. Alabama College, five summers.

BELLE COMER *Art*

B.S., M.A., Columbia University. Art instructor, Phillips High School, Birmingham. Alabama College, one summer.

MARGARET CUNINGGIM *Art*

A.B., Duke University; M.A., Columbia University. Alabama College, one year.

MARY G. DECKER *Physical Science*

B.S., University of Richmond; M.S., University of Chicago. Teaching experience in Cumberland College, Williamsbay, Ky.; Greenville Womans College, Greenville, S. C. Alabama College, fifteen years.

MINNIE DUNN *Elementary Demonstration School*

B.S., University of Alabama; M.S., Teachers College, Columbia University. Teacher in elementary schools of Alabama; supervisor in Training School, Florence State Teachers College; supervisor of fourth and fifth grades in State Teachers College, Fredericksburg, Virginia. Alabama College, one year.

ANNE L. EASTMAN *History*

A.B., Wells College; Ph.D., Cornell University. High school teaching, ten years. Alabama College, one year.

KATHERINE FARRAH *School Music*

A.B., University of Alabama; Artist Diploma in Voice and Certificate in School Music, University of Michigan; special study in Columbia University and in Paris, France. Supervisor of Music, Marshall, Michigan; Voice and School Music, Stephens College, Columbia, Missouri. Alabama College, nine years.

ELLEN-HAVEN GOULD *Speech*

A.B., Coe College; Graduate School of Speech, Northwestern University; M.A., University of California; Student of School Theatre, California; Player in Literary Theatre, Los Angeles. Coe College, four years; Washington State, two years; Occidental, one year. Alabama College, thirteen years.

MELBA GRIFFIN *Modern Languages*

A.B., Alabama College; M.A., Columbia University; one summer, University Porto Rico. Alabama College, nine years.

LAURA B. HADLEY *Home Economics*

B.S., Indiana State Teachers College; M.S., University of Minnesota; further graduate work, Teachers College, Columbia University. High schools in Indiana; University of Minnesota; Purdue University; summer schools at Indiana State Teachers College; Syracuse University. Alabama College, two years.

MARGARET ELIZABETH HEAP *Home Economics*

B.S., M.S., University of Tennessee. Two years high school teaching; year and a half at the Training School, State Teachers College, Memphis. Three years nutrition research at the University of Tennessee.

E. P. HOOD *Physical Science*

Diploma, Jacksonville State Normal School; B.S. and M.S., University of Alabama; LL.D., Birmingham Law School. Nine years' experience in Alabama high schools; four years, Southern College, Lakeland, Florida. Alabama College, four years.

ROSA LEA JACKSON *Mathematics*

A.B., Western College; M.A., Ph.D., University of Chicago. Teaching experience in Athens College, Alabama; Central College, Missouri; Ripley High School, Ripley, Tennessee; Northwestern University, Illinois; Leland Stanford Junior University; Hunter College of the City of New York. Alabama College, seven years.

ALICE V. KELIHER *Director Demonstration School*

B.S., M.A., and Ph.D., Columbia University; studied elementary education abroad in 1929. Demonstration teacher in Washington Public Schools; instructor in Child Development at Yale University; summer instructor in elementary education at Teachers College, Columbia University; State Assistant in Parent Education in Connecticut; Elementary Supervisor, Hartford, Connecticut; Chairman of Commission in Human Relations of Progressive Education Association. Alabama College, four summers.

DAWN S. KENNEDY *Art*

B.S., M.A., Columbia University. Supervisor of Art, Crawfordville, Indiana; State Normal School, Ellenburg, Washington; University of Wyoming, Laramie. Alabama College, four years.

W. J. KENNERLY *Physical Science*

B.S., Clemson College; M.S., Emory University. One year, Assistant Professor of Chemistry, Clemson College. Alabama College, seventeen years.

FRANCES K. LAMAR *English*

A.B., Birmingham-Southern College. Teaching experience one year Jefferson County, one year Birmingham Public Schools. Alabama College, two years.

OLIVIA LAWSON *Education*

B.S., George Peabody College for Teachers; M.A., Columbia University; further graduate work at Peabody College. Three years of teaching in public schools of Alabama; four years, Supervisor of Schools, Walker County, Alabama. Alabama College, twelve years.

H. D. LEBARON *Music*

A.B., Harvard University; M.A., Cornell University. Teacher and soloist, New England Conservatory; American Guild of Organists; nine years, Associate Professor of Music, Western College, Oxford, Ohio; two years, Director of Music, Adrian College, Michigan; nine years, Ohio Wesleyan College, Delaware, Ohio. Director, School of Music, Alabama College, eight years.

RUTH LEHMAN *Physical Education*

B.S., Alabama College. One year, Colbert County High School; one year, Florida State College for Women, Tallahassee. Alabama College, one summer.

GORDON E. McCLOSKEY *Sociology*

A.B., State Teachers College, Lock Haven, Pa.; M.A., Ph.D., Teachers College, Columbia University. Duke Center Elementary School; Horace Mann School, Teachers College, Columbia University; National Survey of School Finances; Lincoln School, Teachers College, Columbia University; National Committee on Economic Instruction; Ridgewood High School, New Jersey; Teachers College, Columbia University. Alabama College, two years.

MARY E. McWILLIAMS *History*

B.S., Teachers College, Columbia University. M.A., Columbia University. Instructor in piano, Alabama College, Pine Hill and Elmore County High Schools; Principal, Perdue Hill, Alabama; instructor in history and science, Pine Level and Pike Road High Schools. Alabama College, twelve years.

CHARLOTTE PETERSON *Elementary Demonstration School*

Diploma, Alabama College; special study, Northwestern University and National College of Education, Evanston, Illinois. Five years teaching experience in public schools of Virginia and Colorado. Alabama College Training School, thirteen years.

MARTHA PHIFER *Demonstration High School*

M.A., Columbia University. Teacher for several years in Parker School District, Greenville, South Carolina; Demonstration High School, Georgia State College for Women, two years.

LORRAINE PIERSON *Modern Languages*

A.B., M.A., Transylvania College; M.A., University of Chicago; Degre Supérieur, University of Dijon, France; Ph.D., University of Illinois. Teaching experience in McKendree College, Lebanon, Illinois; University of Illinois. Alabama College, ten years.

SARAH PURYEAR *English*

A.B., Vanderbilt University; M.A., George Peabody College for Teachers; further graduate study at Vanderbilt University. Teacher of English, Trousdale County High School, Memphis Technical High School. Alabama College, four years.

DORA GARRETT RAMSOUR *Biology*

A.B., Baylor University, Texas. M.S., University of Wisconsin. Five years in public schools. Alabama College, ten years.

J. I. RIDDLE *Education and Psychology*

A.B., University of Alabama; M.A. and Ph.D., Columbia University; Superintendent's Diploma, Teachers College, Columbia University. Seven years, Principal and Superintendent of schools in Alabama. Alabama College, ten years.

MILDRED ROMANSKY *Physical Education*

Graduate Arnold School of Physical Education and Health; summer work at Columbia University and Bennington School of the Dance. Eight years, teacher in the Hartford, Connecticut, Public Schools; playground director; counselor in girls' camps; supervisor of adult recreation. Alabama College, two summers.

C. G. SHARP *Biology*

B.S. and M.S., Alabama Polytechnic Institute; Candidate for the Ph.D. at the University of Chicago. Four years teaching experience in high schools. Alabama College, seventeen years.

MINNIE L. STECKEL *Psychology*

A.B., University of Kansas; M.A. and Ph.D., University of Chicago. Ten years, high school principal; two years, superintendent of public schools; one year, North Dakota State Teachers College; two years, public school psychologist. Alabama College, eight years.

ELIZABETH STOCKTON *Modern Languages*

B.S. and M.A., University of Missouri; three summers in Mexico; summer and winter in France, Italy and Spain. Stephens College, Columbia, Missouri, eight years. Alabama College, ten years.

W. F. TIDWELL *Education*

B.S. and M.S., Alabama Polytechnic Institute; graduate work at George Peabody College for Teachers. Two years, Barnes School for Boys; six years, Livingston High School. Alabama College Training School, four years.

MARY ALLEN TIPPETT *Industrial Art*

B.S., Columbia University; M.A., New York University; Life Certificate in Art, Western State Teachers College, Kalamazoo, Michigan. Three years, Junior and Senior High School, Battle Creek, Michigan; two summers in girls' camps in New York and Virginia; four years, Art Instructor and Director of the Arts Center of Children's Village School, Dobbs Ferry, New York; four years, Assistant Instructor, School of Education, Elementary Department, New York University; one year, Art Supervisor, Parker School District, Greenville, South Carolina. Alabama College, two summers.

MINNIE B. TRACEY *Secretarial Science*

A.B., University of Michigan; M.C.S., University of Denver. Teaching experience in high schools, business colleges and colleges. Alabama College, one year.

W. D. VARNELL *Demonstration High School*

B.S., Howard College; graduate study, University of Michigan, University of Tennessee, and Reelfoot Lake Biological Station. Science teacher, Tennessee Valley Authority, Norris, Tennessee. Alabama College, two summers.

A. W. VAUGHAN *English*

B.S., Central College; M.A., Harvard University; Ph.D., George Peabody College for Teachers; Austin Scholar in English at Harvard University. Instructor in English, Central College Academy and Marvin Junior College; Educational Director of the Ralph Sellow Institute; Head of the Department of English and Public Speaking, Southeast Missouri State Teachers College. Alabama College, ten years.

LENICE EVELYN VAUGHAN *History*

A.B., Alabama College; M.A., George Peabody College. One year Shelby County High School, Alabama; one year social work. Alabama College, three years.

KATHERINE VICKERY *Psychology*

A.B., North Georgia Agricultural College; M.A. and Ph.D., George Peabody College for Teachers. Teacher in high school, three years. Alabama College, sixteen years.

VINNIE LEE WALKER *High School English*

B.S., Athens College, Alabama; M.A., Peabody College. Three years, public schools. Alabama College, eight years.

ANNE WALKER *Physical Education*

B.S., Alabama College; graduate work at the University of Alabama. Teacher six years in York Public Schools. Alabama College, one year.

MIECISLAW ZIOLKOWSKI *Piano*

Graduate of Stern Conservatory, Berlin, Germany; Master Class at Stern Conservatory; studied with Paderewski in Switzerland. Two years, teacher in Stern Conservatory; two years, Warsaw Conservatory; three years, Columbia School of Music, Chicago. Alabama College, nine years.

OTHER OFFICERS

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GENERAL INFORMATION

The Summer School was established at the College in May, 1915, by authority of the Board of Trustees, and held its first session in 1916. A six to twelve weeks session has been held every summer since that date.

The 1938 summer session will be eleven weeks in length, beginning June 13 and ending August 24.

The first term will consist of six weeks, beginning June 13 and ending July 20 during which classes will be conducted five days per week, except on two Saturdays, when regular classes will be held.

The second term will consist of five weeks, beginning July 21 and ending August 24, during which classes will be conducted six days per week.

Each term is a separate unit, on which full credit may be secured for work completed.

In accordance with the aim of the Summer School to serve public education in the State to the fullest possible extent, a special effort is made to meet the needs of those wishing to obtain, renew, or extend certificates; of high school teachers and others wishing credit toward degrees; of public school teachers wishing to study progressive methods of teaching any grade of school work; of students enrolled in the regular session at this and other colleges who wish to make up work; of those desiring special work in home economics, music, art, speech, physical education, social service, and other special fields; of those desiring to teach in junior and senior high schools or to secure additional training in that field; of those wishing a thorough course in public school music or to prepare for the State examination in piano or public school music; of those wishing general physical education courses preparatory to teaching that subject or to coaching athletics; of those interested in repertory classes in violin, piano and organ; of those desiring high school credit.

MEN STUDENTS IN SUMMER SCHOOL

For a number of summers Alabama College, primarily for the convenience of local men students, has opened its summer sessions to men. Beginning with the 1938 Summer Session, the policy of permitting men students to enroll for credit courses will be discontinued. The new policy of course does not apply to conferences, meetings, and short courses or other work for which no college credit is given.

CURRICULA

Courses are offered in art, biology, chemistry and physics, education, English, history, home economics, mathematics, modern languages, music, physical education, psychology, sociology, social work, and speech.

By attending the entire eleven weeks, a student may complete a

year's work in such fundamental courses as biology, chemistry, English, history, mathematics, and modern languages.

In the other departments many of the courses are so organized that a full year's work may be completed in either six or eleven weeks.

PROGRESSIVE EDUCATION DEMONSTRATION SCHOOL AND THE SUMMER PROGRAM FOR TEACHERS

June 13-July 20

The Progressive Education Association will again sponsor during the first six weeks of the 1938 Alabama College Summer School a Demonstration School and Summer Program. In addition to the program for elementary teachers, which has been conducted for the past six summers at the College, the Demonstration High School and program for high school teachers, begun three summers ago, will be repeated.

Dates for Demonstration School and Summer Program

The summer program of Progressive Education will coincide with the first term of Summer School, June 13 to July 20, 1938. The Demonstration Schools will be open for observation June 20 to July 20.

Reception Given Progressive Education Work for Past Six Summers

The reception given the progressive education work at the College during past summers has amply demonstrated the worth of this program. Approximately six hundred teachers and supervisors have attended the full six-weeks program. Approximately four thousand teachers, supervisors, superintendents, and other school workers have observed the work and have taken part in the conferences for periods ranging from a few days to three weeks.

Nature of Work to be Offered this Summer

The work this summer is designed for both elementary and high school teachers. The program will consist of:

1. An Elementary School demonstrating the practical applications of progressive education principles and theory and including activity programs, large units of work, pupil initiative, individual needs, creative thinking, and character development. The Elementary Demonstration School will be the center for all phases of progressive education work for elementary teachers.
2. A High School demonstrating the practical applications of progressive education principles and theory. The features characterizing the work of the Elementary School will be shown also in the High School, which will be the center for all phases of the progressive education work for high school teachers.
3. College credit courses in progressive education.
4. Two Non-Credit Short Courses in Progressive Education and the Curriculum, June 20-July 1 and July 5-15, are designed

for college graduates and those who are familiar with this philosophy and practice. *Those unfamiliar with the philosophy should enroll for the six weeks course, as experience has demonstrated that such students are unable to acquire in less than six weeks of concentration the understandings necessary for interpretation of this work.* Those desiring to attend one of the short courses should communicate with the Director of the Summer School in advance.

5. Joint Curriculum and Progressive Education Conference, June 30-July 1.

College Credit Work in Progressive Education

1. An Integrated Education Course -----Credit, 6 semester hours. Students desiring to devote their entire time to education work may enroll in this course, directed by Dr. Alice V. Keliher. Demonstration school teachers and education teachers will assist. Each student in the course will choose two or three major interests for concentrated work. One short general meeting each day, and seminars, study groups, conferences, laboratory work, and observation in the demonstration school, as needed, will constitute the day's work. Credit for this course may be distributed in accordance with the amount of time devoted to the several interests.

The several interests which may be pursued in this course are:

- A. Principles of elementary education.
 - B. Principles of secondary education.
 - C. Directed observation in the lower elementary grades, in the upper elementary grades, or in the high school grades.
 - D. Art as it functions in a progressive school.
 - E. Music as it functions in a progressive school.
 - F. Physical education as it functions in a progressive school.
 - G. Methods of teaching the several subjects in a progressive elementary school.
 - H. Methods of teaching English, social science, and science in junior and senior high school.
 - I. Principles of Education.
 - J. Curriculum laboratory.
2. Other Courses in Progressive Education.
Students who desire to devote only a part of their time to the Progressive Education Program may register for progressive education courses listed under Education. Credit, 2 or 3 semester hours.

The Progressive Education Summer Program should appeal to all teachers, administrators, and students of education interested in the new education. It should appeal to the following classes of students:

- A. Those who attend summer school for the progressive edu-

- cation alone. A full term's work carrying six semester hours of credit may be taken.
- B. Those who desire to take one or two courses in progressive education and one or two courses in other fields.
 - C. Those not interested in college credit but who wish to spend two weeks in observation and study of the new education.
 - D. Those teachers who are interested in modifying their teaching to conform to the philosophy underlying the Alabama Curriculum Revision Program. The work in the Demonstration Schools will demonstrate the type of work contemplated in the Core Curriculum.

Cost of Six Weeks' Courses

Those attending for six weeks and taking six semester hours of credit will pay approximately \$50.50 for room, board, laundry, tuition, library fee, recreation fee, medical fee, and other fixed charges. The cost is the same for all students rooming in the dormitories and taking six semester hours of work.

Pupils Eligible for Demonstration Schools

A limited number of pupils outside of the town of Montevallo can be accepted in the Demonstration Elementary and High Schools. No fees will be charged for elementary or junior high school pupils. Senior high pupils who do not attend this school regularly will pay a registration fee of \$3.00 each and a tuition fee of \$4.00 for each one-half unit of work. Senior high school girls may secure room and board in the College dormitories. Other Demonstration School pupils must make other rooming arrangements. Children cannot be accommodated in the College dormitories.

Pupils not living in Montevallo who desire to attend the Demonstration Schools should apply to the Director of the Summer School as early as possible.

WORK ON STATE CURRICULUM REVISION PROGRAM

The College is cooperating with the State Department of Education in its elementary and high school curriculum revision program. This summer three curriculum courses will be offered:

1. Orientation in Curriculum Making.
2. Techniques of Curriculum Making.
3. Laboratory in Curriculum Making.

The Curriculum Laboratory will be conducted in close cooperation with the Progressive Education Program. The development of large units of work to be taught in the Demonstration School will be part of the work of the Curriculum Laboratory.

The Curriculum Laboratory will develop guidance materials to be used by the teachers of the State in the curriculum revision program which is to extend over a period of several years.

NON-CREDIT SHORT COURSES

Two non-credit short courses in Progressive Education and the Curriculum are designed for college graduates and those who are familiar with Progressive Education and Curriculum philosophy. Those desiring to attend one of these short courses should communicate with the Director of the Summer School in advance. Art and Music Workshops will be open to those interested in these fields.

Progressive Education and Curriculum Courses. The work during these two-weeks courses, June 20-July 1 and July 5-15, will consist of observation in the Demonstration Schools, visiting regularly organized Progressive Education Courses and the Curriculum Laboratory, and work in a special class organized for those attending the Short Course. *These two short courses are not designed for those unfamiliar with this philosophy.*

Art Workshop. Students may do intensive work for short periods in any of the fields of art included in the regular courses. No previous training is required, but a student must have had business or teaching experience, or some acquaintance with art. Credit may be received for this work if the student attends six weeks.

Music Workshop. Students may do intensive work for short periods in any of the fields of music included in the regular courses. Credit may be received for this work if the student attends six weeks.

MISCELLANEOUS FEATURES

Alabama Writers' Conclave—June 15-18

The annual Alabama Writers' Conclave will be held at the College June 15-18. The programs may be attended by Summer School students, and frequently lecturers at the meetings are available also for special addresses to the student body.

Joint Curriculum and Progressive Education Conference—June 30-July 1

This conference, culmination of the two-weeks Curriculum Problems course, will deal with the Alabama Curriculum Revision Program. Among those participating will be an outstanding curriculum specialist, Dr. Alice V. Keliher, demonstration teachers, and representatives of the State Department of Education.

Career Conference for High School Girls—June 22-25

The fifth annual Career Conference for young women enrolled in high schools of the state will be held at the College June 22-25. Outstanding guidance specialists will conduct the general meetings and hold personal conferences on the problem of choosing a career, and diagnostic tests will be given to assist in discovering individual aptitudes. Official attendance is limited to representatives drawn from the upper twenty-five per cent of the graduating classes.

School of Instruction for Vocational Home Economics
Teachers—July 18-August 5

The purpose of this special three weeks' course for Alabama teachers of vocational home economics is to give specific aid in organizing the year's program, in setting up standards, and in applying modern methods to home economics instruction. For more complete information, see announcement of the School of Home Economics on page 27.

ENTERTAINMENT FEATURES

Among the recreation and entertainment features planned for the summer session are: Lyceum attractions; invitation and informal dances; music recitals by faculty members; addresses by visiting lecturers; plays and other stage performances by students; swimming in college pool; tennis, baseball, shuffleboard, and other athletic features; hikes and camp suppers; use of college camp facilities; evening play and song hours; reception to students by faculty.

Those who play band or orchestral instruments should bring such instruments if they desire to participate in the Summer School Band and Orchestra.

COST OF ATTENDANCE

First Term

*Room, board and laundry	\$33.00
Matriculation fee	3.00
Physician, nurse, hospital and medicine fee	1.00
Library fee	1.00
Recreation fee50
Fee for six semester hours of work	12.00
Total	\$50.50

Second Term

*Room, board and laundry	\$27.50
Physician, nurse, hospital and medicine fee	1.00
Recreation fee50
Fee for six semester hours of work	12.00
Total	\$41.00

A fee of \$2.00 per semester hour is charged for college courses taken for credit. Any student taking more than the above indicated six semester hours per term will be charged \$2.00 for each additional hour.

The matriculation fee of \$3.00 and the library fee of \$1.00 will be paid the second term by students not in attendance the first term.

*This price contemplates two students to the room.

Laboratory fees per term are as follows:

Materials for Progressive Education Course	\$ 1.00
Art	1.00
Biology 350	3.00
Biology 101, 102, 201, 202	4.50
Biology 300	6.00
Physical Science	4.50
Clothing Courses	2.00
Foods Courses	5.00
Other Home Economics Laboratory Courses (each)	2.00
Individual Speech Instruction—	
One semester hour	18.00
One-half semester hour	10.00

A fee of \$4.00 per half-unit of credit is charged for high school courses.

(For music fees, see Music Department, page 31.)

Non-Credit Two-Weeks' Course

Matriculation fee	\$ 3.00
Room, board, laundry, use of library, and medical attention for twelve days	15.00
Total	\$18.00

Reduced Railroad Rates

The Southeastern Passenger Association has in effect reduced round-trip fares with a six month time limit. Because of such reduced round-trip fares, no special rate for summer school is made.

EQUIPMENT

The entire equipment of the campus is available for use of Summer School students. This includes dormitories, dining halls, library, auditoriums, administration building, music building, elementary and high school buildings, laundry, home management house, infirmary, gymnasium, swimming pool, athletic fields, and tennis courts.

The library will be open every day of the Summer School session, excepting Sundays, on the following schedule: 7:30 A. M. to 9:00 P. M. from Mondays through Fridays; 8:30 A. M. to 5:00 P. M. on Saturdays.

College students may purchase text books at the supply store in Reynolds Hall, where writing materials are also available. High school students should secure the state-adopted text books from some local depository.

Each student must furnish a pillow, linen, and blankets or comforts. (Only single or three-quarter beds are used.)

COLLEGE AND HIGH SCHOOL CREDIT

College and high school students will have the privilege of working to remove conditions or to secure advanced standing. Courses satisfactorily completed in the Summer School will be credited in the regular session provided they form part of the regular curriculum.

For further information regarding high school courses, see pages 39 and 40.

REGISTRATION

Registration for the first term will be held Monday, June 13. Students will be registered on later dates, but full credit may not be given for those entering after June 17. Anyone expecting to register after June 17 should communicate with the director of the Summer School as to credit work allowed late registrants. Class work will begin Tuesday, June 14, at 7:30 A. M. All students who have not registered and paid their fees by 12:00 o'clock, Wednesday, June 15, will pay the late registration fee of \$2.00.

Registration for the second term will be held Thursday, July 21, classes beginning the following morning at 7:30 o'clock. All students who have not registered and paid their fees by 12:00 o'clock, Monday, July 25, will pay the late registration fee of \$2.00.

The advance room reservation fee of \$2.00 will be refunded to a student who is unable to attend, provided the Director of the Summer School is notified by June 10. The Application for Admission blank is on the last page of this bulletin.

Regular Summer School students must have the approval of the President of the College or the Director of the Summer School before they can secure room and board in the town of Montevallo instead of at the College.

INTRODUCTION OF NEW COURSES AND ELIMINATION OF ANNOUNCED COURSES

The right is reserved to introduce new courses for which there is adequate demand and to eliminate courses for which the enrollment is insufficient.

TEACHERS' CERTIFICATES

Requirements for the issuance, renewal, or reinstatement of most of the several types of Alabama teachers' certificates may be met in full or in part by work completed in summer school. Those interested in securing a certificate through summer school work at Alabama College may obtain full information from the summer school director. Those interested in reinstating a certificate are requested to bring their old ones with them.

Work at Alabama College does not lead to the reinstatement of Class E certificates.

Departmental Announcements

ART

FIRST TERM

ART S111. ART STRUCTURE.

A study of the structural elements of art: line, tone and color. Consideration of these in relation to architecture, painting and sculpture. Original problems, supplementary reading, and discussion. Credit, 3 semester hours.

ART S112. ART STRUCTURE.

A continuation of Art S111. Credit, 3 semester hours.

ART S150. ART IN HOME ECONOMICS.

A study of the structural elements of art in relation to the home. Original problems, reading and discussion to develop appreciation and understanding rather than skill. Credit, 3 semester hours.

ART S201. PAINTING.

A beginning study of color and form as used in painting. Progressive problems planned to develop the power of self expression. Credit, 2 semester hours.

ART S202. PAINTING.

A continuation of Art S201. Credit, 2 semester hours.

ART S241. POTTERY.

Designing and building pottery. Work with clay, glazes and firing. Credit, 2 or 3 semester hours.

ART S242. POTTERY.

A continuation of Art S241. Credit, 2 or 3 semester hours.

ART S300.1. THE TEACHING OF ART.

A study of the structural elements of art as a foundation for understanding the theory and methods of teaching art in the elementary school. Credit, 2 semester hours.

ART S350.1. METHODS OF TEACHING ART.

(See Education 350.1.) Prerequisite: Art 300.1 or the equivalent. Section I, for students pursuing the Bachelor of Arts degree with training in elementary education. Credit, 2 semester hours. Section II, for students with a major in Art. Emphasis on teaching art in the secondary schools. Credit, 3 semester hours.

ART S400. THE ART WORKSHOP.

Students may do intensive work for short periods in any of the fields of art included in the regular courses. No previous training is required, but a student must have had business or teaching experience, or some acquaintance with art. Credit, 1 to 6 semester hours for those attending six weeks.

ART S410. THE ART WORKSHOP.

For senior majors and minors in art. Students must at some time during the year have an exhibition or demonstration which is open to the public. The work is on an individual basis, being selected from the following fields: architecture, design, painting, sculpture. Credit, 2 to 6 semester hours for those attending six weeks.

SECOND TERM**ART S111. ART STRUCTURE.**

A study of the structural elements of art: line, tone and color. Consideration of these in relation to architecture, painting and sculpture. Original problems, supplementary reading, and discussion. Credit, 3 semester hours.

ART S112. ART STRUCTURE.

A continuation of Art S111. Credit, 3 semester hours.

ART S150. ART IN HOME ECONOMICS.

A study of the structural elements of art in relation to the home. Original problems, reading and discussion to develop appreciation and understanding rather than skill. Credit, 3 semester hours.

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BIOLOGY**FIRST TERM****BIOLOGY S101. SURVEY COURSE IN THE BIOLOGICAL SCIENCES.**

A course primarily for students pursuing the A.B. degree who do not plan further work in biology. Brief consideration of a few representative forms of the plant and animal phyla as to structure, function, and their relationship to each other and to man. Three lectures and four two-hour laboratory demonstration periods a week. Credit, 3 semester hours.

BIOLOGY S201. GENERAL BIOLOGY.

Brief consideration of a few representative forms of the four phyla of the plant kingdom; the cell, cell division, and functions of cells; the kind, structure, and uses of the root, stem, leaves, buds, fruits, and seeds; a few animal forms representative of the invertebrate phyla, namely: Amoeba, Paramecium, Euglena, Hydra, Obelia, Gonionemus, Planaria, Ascaris, Earthworm, and an Arthropod. Three lectures and four two-hour laboratory-demonstration periods a week. Credit, 3 semester hours.

BIOLOGY S300. BACTERIOLOGY.

A study of the morphology, physiology, and cultivation of bacteria, yeast, and molds. Special consideration is given the relation of microorganisms to the preservation, preparation, and handling of foods; their relation to water and milk supply and sewage disposal; the organisms that cause disease and that are occasionally found in various foods, water, and milk. The course is adapted to needs of students taking home economics and of those desiring to become acquainted with the fundamental principles of bacteriology and sanitation. Three lectures and five two-hour laboratory periods a week. Credit, 3 semester hours.

BIOLOGY S350. FIELD BIOLOGY.

A course designed for teachers who are preparing to teach in elementary schools. Those who will teach biology in high school will be greatly benefited also by the information on outdoor life, and the practice in finding, assembling and using this information in teaching. A study of plants and animals in the field, with emphasis on study of birds, insects, local flora, and wild life in general. Studies in nature are demonstrated by assigned projects. Two lectures and three two-hour laboratory periods a week. Credit, 2 semester hours.

SECOND TERM**BIOLOGY S102. SURVEY COURSE IN THE BIOLOGICAL SCIENCES.**

A continuation of Biology S101. Emphasis on human physiology and hygiene, heredity, eugenics, and evolution. Credit, 3 semester hours.

BIOLOGY S202. GENERAL BIOLOGY.

A study of the frog and man as representative of the vertebrates, with special emphasis on the human body. Some consideration is given genetics, evolution, practical aspects of biology, and the makers of biology. Three lectures and four two-hour laboratory periods a week. Credit, 3 semester hours.

EDUCATION**FIRST TERM****EDUCATION S302. PSYCHOLOGY OF SECONDARY EDUCATION.**

Discussion of mental processes of high school students in studying, with emphasis on the work of learning rather than of teaching. Consideration of maturity of the high school pupil; psychological distinction between the elementary and the high school pupil; psychology of mathematics, English, foreign languages, fine arts, practical arts, natural sciences, social sciences, physical education, and administration. The purpose is to acquaint the prospective teacher with methods applied to subjects other than her own, thus decreasing the danger of narrow formalism in teaching. Credit, 3 semester hours.

EDUCATION S311 OR S321. METHODS OF TEACHING READING IN THE ELEMENTARY GRADES.

In Education S311 the emphasis is placed upon work in the lower elementary grades, and in Education S321 the emphasis is placed upon work in the upper elementary grades. Either Education S311 or S321 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

EDUCATION S312 OR S322. METHODS OF TEACHING SOCIAL SCIENCE IN THE ELEMENTARY GRADES.

In Education S312 the emphasis is placed upon work in the lower elementary grades, and in Education S322 the emphasis is placed upon work in the upper elementary grades. Either Education S312 or S322 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

EDUCATION S350.2. METHODS OF TEACHING ENGLISH.

Required of all students pursuing the Bachelor of Arts degree with training in secondary education and with a major or a minor in English. Credit, 3 semester hours.

EDUCATION S350.4. METHODS OF TEACHING HISTORY.

Required of all students pursuing the Bachelor of Arts degree with

training in secondary education and a major or a minor in history. Credit, 3 semester hours.

EDUCATION S350.8. METHODS OF TEACHING SCIENCE.

Required of students with a major or a minor in science who are preparing to teach. Credit, 3 semester hours.

EDUCATION S370. DIRECTED OBSERVATION IN THE ELEMENTARY GRADES.

Observation in the Training School. The work is organized on the activity basis advocated by the proponents of progressive education. Credit, 2 semester hours.

EDUCATION S381. A FIRST COURSE IN PROGRESSIVE EDUCATION IN THE ELEMENTARY GRADES.

Credit, 2 semester hours.

EDUCATION S382. A SECOND COURSE IN PROGRESSIVE EDUCATION IN THE ELEMENTARY GRADES.

For students who have had the equivalent of the first course of this type. Credit, 2 semester hours.

EDUCATION S391. A FIRST COURSE IN PROGRESSIVE EDUCATION IN THE HIGH SCHOOL.

Credit, 2 semester hours.

EDUCATION S410. EXTRA-CURRICULAR ACTIVITIES.

Special attention is given values of extra-curricular activities in high school as they affect attitudes. Credit, 2 semester hours.

EDUCATION S421 or S431. METHODS OF TEACHING LANGUAGE AND SPELLING IN THE ELEMENTARY GRADES.

In Education S421 the emphasis is placed upon work in the lower elementary grades, and in Education S431 the emphasis is placed upon work in the upper elementary grades. Either Education S421 or S431 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

EDUCATION S430. DIRECTED OBSERVATION IN HIGH SCHOOL.

Observation in the Training School and discussion of the more common high school subjects. Arranged for students with majors in the A.B. secondary curriculum. The work is organized on activity basis advocated by the proponents of progressive education. Credit, 2 semester hours.

EDUCATION S442. ORIENTATION IN CURRICULUM MAKING.

A first course taking up the basic principles underlying the curriculum, the need for curriculum changes, and discussion of the curriculum on the different school levels. Credit, 2 semester hours.

EDUCATION S452. TECHNIQUES IN CURRICULUM CONSTRUCTION.

A second course which, assuming a knowledge of the principles underlying the curriculum, includes a study of techniques in obtaining the objectives set up. Credit, 2 semester hours.

EDUCATION S460. TESTS AND MEASUREMENTS IN SECONDARY EDUCATION.

A course designed to give an understanding of the significance of modern testing procedures, and to furnish actual experience in administering tests and evaluating their results. Both old and new types of tests and examinations are studied critically. Also study of theory of testing, including elementary statistical procedures and their application to classroom use. Practice in preparing and giving tests, and in scoring papers. Open to seniors. Credit, 2 semester hours.

EDUCATION S462. LABORATORY COURSE IN CURRICULUM CONSTRUCTION.

A course for advanced students only. Designed for individual interests, with practical work in curriculum construction and in building curriculum practices. Credit, 2 semester hours.

EDUCATION S490. PHILOSOPHY OF EDUCATION.

A summarization of the problems of teaching. An objective is the formulation of a definite philosophy of education by each student. Required of all students in the A.B. curriculum for secondary and elementary education. Credit, 2 semester hours.

INTEGRATED COURSE IN PROGRESSIVE EDUCATION.

Students desiring to take all of their work in the Progressive Education Program may enroll for six semester hours under the supervision of Dr. Keliher. The credit for this course may be distributed in accordance with the amount of time devoted to the several interests. Students interested in either elementary or secondary education may enter the course. Credit, 6 semester hours.

SECOND TERM**EDUCATION S300. SCHOOL MANAGEMENT.**

General classroom problems of the elementary teacher, including discipline, school records, and school hygiene. Credit, 2 semester hours.

EDUCATION S301. PRINCIPLES OF HIGH SCHOOL TEACHING.

Problems applicable to all high school teachers, such as discipline, class management, examinations, and teachers' reports. Required of all applicants for the college secondary class B certificate, and for special certificates to teach in high school. Open to all juniors. Credit, 3 semester hours.

EDUCATION S312 or S322. METHODS OF TEACHING SOCIAL SCIENCE IN THE ELEMENTARY GRADES.

In Education S312 the emphasis is placed upon work in the lower elementary grades, and in Education S322 the emphasis is placed upon work in the upper elementary grades. Either Education S312 or S322 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

EDUCATION S422. PUBLIC EDUCATION IN THE UNITED STATES.

A discussion of the development of the American school system.

its beginning and organization. Required of all students in the elementary curriculum. Credit, 2 semester hours.

EDUCATION S432. TEST CONSTRUCTION.

A course based on recognition of the need for teachers trained in the technique of making the greater part of their own class tests rather than depending largely on standardized tests. Tests prepared by teachers and criteria for desirable tests are examined critically in the light of modern test construction methods. The student selects from her major field a textbook now in use in the Alabama high schools and prepares class tests based on its content. Credit, 2 semester hours.

EDUCATION S472. SCHOOL ADMINISTRATION.

A course adapted to needs of students preparing for school attendance work. The relation of the county superintendent and county supervisor to the school attendance officer is discussed. Credit, 2 semester hours.

EDUCATION S481. ELEMENTARY SCHOOL ADMINISTRATION.

Open to a limited number of students with special talent for this type of work. This course is of particular value to prospective elementary school principals and supervisors. Prerequisite: senior standing in the A.B. elementary course. Credit, 2 semester hours.

EDUCATION S490. PHILOSOPHY OF EDUCATION.

A summarization of the problems of teaching. An objective is the formulation of a definite philosophy of education by each student. Required of all students in the A.B. curriculum for secondary and elementary education. Credit, 2 semester hours.

ENGLISH

FIRST TERM

ENGLISH S101. FRESHMAN ENGLISH.

Practice writing in the commoner forms of composition with emphasis on the basic skills. Required in all curricula. Credit, 3 semester hours.

ENGLISH S102. FRESHMAN ENGLISH.

A continuation of the practice writing begun in 101 with reading in recent literature. Required in all curricula. Credit, 3 semester hours.

ENGLISH S202. DEVELOPMENT OF MODERN LITERATURE.

A survey of the thought and art tendencies revealed in English literature from 1830 to 1914. Credit, 3 semester hours.

ENGLISH S310. LITERATURE FOR CHILDREN.

Study of the types of literature best suited for use in the elementary grades. Credit, 3 semester hours.

ENGLISH S451. SHAKESPEARE.

An advanced course. Credit, 3 semester hours.

SECOND TERM**ENGLISH S102. FRESHMAN ENGLISH.**

A continuation of the practice writing begun in S101 with reading in recent literature. Required in all curricula. Credit, 3 semester hours.

ENGLISH S201. DEVELOPMENT OF MODERN LITERATURE.

A survey of the thought and tendencies of the early 19th century, especially as expressed in English literature from 1800 to 1832. Credit, 3 semester hours.

ENGLISH S320. SURVEY OF AMERICAN LITERATURE.

Study of the greater writers and their work, viewed in the light of national and sectional conditions. Required in the A.B. Elementary curriculum. Credit, 3 semester hours.

ENGLISH S380. ENGLISH LITERATURE: THE ROMANTIC ERA.

A detailed study of the great writers of the early nineteenth century, with the influences that formed them and the ideas and attitudes of the day. Credit, 3 semester hours.

ENGLISH S482. PROBLEMS IN AMERICAN LITERATURE.

An advanced course in selected problems related to the development of American literature. Credit, 3 semester hours.

HISTORY**FIRST TERM****HISTORY S111. SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES.**

A history of the United States from Colonial Times to 1830. A course for students in the School of Home Economics. Credit, 3 semester hours.

HISTORY S202. HISTORY OF THE UNITED STATES.

A survey of the history of the United States from 1830 to the present. Prerequisite: History 101 and 102. Credit, 3 semester hours.

HISTORY S222. MODERN EUROPEAN HISTORY.

The history of Europe since 1870. Open to all students in junior and senior year. Credit, 3 semester hours.

GEOGRAPHY S231. ELEMENTS OF GEOGRAPHY.

Required of students taking the Bachelor of Arts degree with training in elementary education. Elective for others. Credit, 3 semester hours.

SECOND TERM**HISTORY S112. SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES.**

A history of the United States from 1830 to the present. A course for students in the School of Home Economics. Credit, 3 semester hours.

HISTORY S201. HISTORY OF THE UNITED STATES.

A study of colonial America and the development of the United States to 1830. Prerequisite: History 101 and 102. Credit, 3 semester hours.

GEOGRAPHY S232. GEOGRAPHY OF NORTH AMERICA.

Required of students taking the Bachelor of Arts degree with training in elementary education. Elective for others. Credit, 3 semester hours.

HISTORY S472. HISTORY OF ALABAMA.

A survey course. Open to juniors and seniors. Credit, 3 semester hours.

HOME ECONOMICS**FIRST TERM****HOME ECONOMICS S101. INTRODUCTION TO HOME ECONOMICS.**

Social relations; personal health; food selection; table etiquette; room arrangement and care; budgeting and account keeping. This course includes required projects in diet selection; room arrangement and care, and the keeping of a personal account record book. Fee, \$2. Credit, 3 semester hours.

HOME ECONOMICS S102. COSTUME SELECTION AND DESIGN.

Costume selection and care, including buying, applied design, suitability to various types and personality of individuals, the ensemble, textile care, good grooming, and clothing repair. Personal clothing budget for the following year. Continuation of personal account-keeping project throughout the four years of college. Prerequisites: Home Economics 101; Art 150. Fee, \$2. Credit, 3 semester hours.

HOME ECONOMICS S310. HOUSE FURNISHING.

Selection and arrangement of furniture and furnishings according to need, use, appearance and income. Prerequisite: Art 150. Fee, \$2. Credit, 2 semester hours.

HOME ECONOMICS S380. NUTRITION AND DIETETICS.

A study of the processes involved in the utilization of food by the body and of the nutritional needs of different members of the family group. Prerequisite: Biology 202; Physical Science 231. Fee, \$5. Credit, 3 semester hours.

HOME ECONOMICS S390. METHODS OF TEACHING HOME ECONOMICS IN HIGH SCHOOLS.

A study of accepted educational principles applied to home economics teaching in high schools. Prerequisite or parallel: Education 301; junior standing in home economics. Credit, 3 semester hours.

HOME ECONOMICS S402. PROBLEMS IN HOME AND FAMILY LIFE.

The practical application of the principles of sociology and economics to home and family life, emphasizing health, standards of living, house standards, income, household management, recreation, civic and social responsibilities. Prerequisite: senior standing in home economics. Credit, 2 semester hours.

HOME ECONOMICS S410. THE HOUSE.

Study of housing standards; factors influencing the selection of family shelter; house designing and planning in relation to family needs and income. Prerequisite: Home Economics 310. Credit, 2 semester hours.

HOME ECONOMICS S430. HOME MANAGEMENT.

The home situation as it is influenced by training. Study of consumption, use of leisure time, and schedule. Credit, 2 semester hours.

HOME ECONOMICS S440. HOUSE RESIDENCE.

Residence in the home management house for nine weeks, including meal planning and preparation; schedule of household organization; and informal home entertaining. Prerequisites or parallel: Sociology 330; Home Economics 380, 430. Credit, 4 semester hours.

HOME ECONOMICS S460. PROBLEMS IN HOME ECONOMICS.

An individual problem selected by the student, with approval of the director of the School, is worked out with guidance and supervision of an assigned staff member. Hours to be arranged. Credit, 1 to 4 semester hours.

HOME ECONOMICS S492. VOCATIONAL EDUCATION IN HOME ECONOMICS.

A study of the national and state programs for vocational education and their relation to the home economics program with special emphasis on the Alabama vocational home economics program. Prerequisite: Home Economics 490. Credit, 3 semester hours.

**SCHOOL OF INSTRUCTION FOR VOCATIONAL
HOME ECONOMICS TEACHERS
JULY 18-AUGUST 5**

XXIIa. BUILDING A HOME ECONOMICS PROGRAM.

(This embodies the functional part of the courses previously taught, as setting up a vocational program, teaching adults and out of school use of home economics.) Understanding values of individual, home and community study, seeing classroom teaching, improving the department, home projects and work with adults as an integral part of the program. With an emphasis on the relationship of the parts to the whole such problems as selecting aims, understanding and determining experiences, activities, etc., that may lead toward accomplishing desired results, planning ahead, finding ways of evaluating teacher and pupil progress will be dealt with in as much detail as the situation demands.

XXIIb. SPECIAL PROBLEMS. (A continuation of XXIIa.)

It is believed that a number of questions and problems will arise in the previous course for which there is not time to deal with satisfactorily. Time is provided for the purpose of giving groups a chance to get together informally to discuss and experiment with some of the beliefs, policies and problems that seem to be of special interest.

XXIIIa. HOME ECONOMICS FUNCTIONING IN THE NEW SCHOOL PROGRAM.

Helping to plan and execute a program of home economics in keeping with a modern conception of the purpose of education. This includes some opportunity for arriving at a philosophy of education, for partly evaluating one's practice in the light of his philosophy, for planning ahead from a functional point of view and in keeping with one's philosophy, for evaluating own program and making plans for improving it on this basis.

XXIIIb. SPECIAL PROBLEMS. (A continuation of XXIIIa.)

Allowing for group discussions and work on individual problems.

XXIV. CHILD DEVELOPMENT.

Studying development, care and training of children of pre-school age with an emphasis on the relationships of the entire family.

XX. ART IN EVERYDAY LIVING.

Providing an increased opportunity to use art in our daily lives, giving a chance to see greater possibilities in personal grooming, clothing, home economics department and in one's own home. Art as it relates to other functional units will receive emphasis.

XXI. HOME AND FAMILY LIVING.

Determining points of view and methods influencing the maintenance of desirable family relationships. Some time will be given to working out suggestions for helping parents and children improve relationships.

XXV. MANAGING THE HOME.

Understanding the value of management in providing for a happy home life. Seeing the relationship to and providing for better management in the various teaching units, the home economics department and daily personal living.

MATHEMATICS**FIRST TERM**

MATHEMATICS S101. A SURVEY COURSE IN COLLEGE MATHEMATICS.

A study of certain fundamentals of college algebra, trigonometry, analytic geometry, and calculus, with the function concept as an integrating idea underlying the whole course. Emphasis on the application of mathematics, particularly in the physical sciences. Designed for students who plan only one year in college mathematics as well as for those who major and minor in mathematics. Prerequisite: high school algebra and plane geometry. Credit, 3 semester hours.

MATHEMATICS S201. ANALYTIC GEOMETRY.

A continuation of coordinate geometry, begun in 101 and 102, with emphasis on the conic sections and equation of the second degree. Required of students with a major or minor in mathematics. Credit, 3 semester hours.

SECOND TERM

MATHEMATICS S102. A SURVEY COURSE IN COLLEGE MATHEMATICS.

Continuation of S101. Credit, 3 semester hours.

MATHEMATICS S202. ANALYTIC GEOMETRY.

Continuation of S201. Credit, 3 semester hours.

MODERN LANGUAGES**FIRST TERM****FRENCH**

FRENCH S101. ELEMENTARY FRENCH.

Grammar, pronunciation, reading of modern authors, composition, and collateral reading. Credit, 3 semester hours.

FRENCH S201. MODERN PROSE, POETRY AND DRAMA.

Rapid reading, in class, of representative works of modern authors; collateral reading; review of syntax; composition; conversation. Prerequisite: two years of preparatory French or one year of college French. Credit, 3 semester hours.

SPANISH

SPANISH S101. ELEMENTARY SPANISH.

A beginning course, emphasizing reading and pronunciation. Credit, 3 semester hours.

SPANISH S201. SPANISH LIFE.

Rapid reading, in class, in representative works of modern authors; collateral reading; review of syntax; composition; conversation. Prerequisite: two years of preparatory Spanish or one year of college Spanish. Credit, 3 semester hours.

SECOND TERM**FRENCH****FRENCH S102. ELEMENTARY FRENCH.**

Continuation of French S101. Credit, 3 semester hours.

FRENCH S202. MODERN PROSE, POETRY AND DRAMA.

Continuation of French S201. Credit, 3 semester hours.

SPANISH**SPANISH S102. ELEMENTARY SPANISH.**

Continuation of Spanish S101. Credit, 3 semester hours.

SPANISH S202. SPANISH LIFE.

Continuation of Spanish S201. Credit, 3 semester hours.

MUSIC

With the extension of the Progressive Education Demonstration School to the high school, the study of music is now possible on all levels. Many music teachers who are not interested in credit and full-time courses will profit in observing the work.

The courses indicated here are offered in the first term of the Summer School. Those interested in music study during the second term should consult the Director of the School of Music before July 1.

Instrumental and vocal ensemble work will be given increased attention in the 1938 Summer School. Credit courses for full-time students are offered, but participation in the work is possible for shorter periods.

The summer music work aims to serve several widely divergent fields of music. Organ, piano, violin, and voice as well as School Music Methods, Wind and String Pedagogy, and Music Education are offered.

APPLIED MUSIC**Repertory Classes**

The courses in Applied Music are divided into two types, one serving established musicians who wish to add to their repertory or to re-study and re-interpret familiar works. To permit full consideration of more extended compositions, two one-hour private lessons a week are advised in this group of courses.

The second group of Applied Music courses is for students approaching the study of the literature of the instrument or voice for the

first time and working for the formation of adequate technique. These courses also serve those who do not wish exhaustive study of an instrument, and may be taken for less than full credit.

The work in the above mentioned courses will be offered by:

Harrison D. LeBaron	Organ
Mieczislaw Ziolkowski	Piano
Willis Aleshire	Violin
Katherine Farrah	Voice

FINE ARTS WORKSHOP

Work in Applied Music and in Appreciation may be undertaken for less than the full period but without credit.

APPRECIATION

The phonograph library which has been recently enlarged offers opportunity for the study of many fields. The modern trends of musical composition may be studied with the actual music. The object of these courses is to broaden the musicianship and to enlarge the musical horizon.

School Music

The courses in School Music will cover the methods and materials for the elementary and high schools. Opportunity will be offered to students in these courses for observation of music work in the Demonstration School.

The instrumental work in band and orchestra will find a practical laboratory in the High School Band and Summer School Orchestra. Courses in instrumental and choral conducting will be offered. The Summer School Glee Club will offer demonstration opportunities for choral conducting. The work will be offered by the following:

Katherine Farrah—Elementary and High School Methods
 Willis Aleshire—Instrumental Pedagogy and Conducting
 H. D. LeBaron—Choral Conducting

Music Education at the Piano

This course, designed for teachers of piano, will consider primarily the needs of the pupil and the building of his musicianship. It will stress a thorough understanding of the aims of musical education. A study will be made of the underlying psychology of musical listening and performance, including their possible aims and a philosophy of musicianship. The application of these principles to the mental processes of the student is studied together with the development of proper attitudes. All of this is done in connection with definite musical compositions in order that the course may be as helpful in its concrete applications as possible. This course will be offered by Mr. LeBaron.

MUSIC FEES

The total expense of a course, including practice and the credit hour fee, is as follows:

Theoretical courses carry the regular college charge of two dollars per credit hour.

The Applied Music carries the credit hour charge plus two dollars for each lesson.

The minimum number of lessons for one hour credit is six; for two hours credit, twelve.

DESCRIPTION OF COURSES

The theory courses offered are from beginning harmony through composition. As far as possible this work will be conducted to meet the immediate needs of the students. Work in courses not outlined may be pursued, if possible to arrange the instruction. As far as possible prospective students should indicate in advance the work desired. This will permit the organization of classes to serve the greatest number.

DESCRIPTION OF COURSES

FIRST TERM

MUSIC S101. HARMONY.

An effort to connect fundamental concepts with the essential auditory grasp. Credit, 2 semester hours.

MUSIC S101. SIGHT SINGING AND DICTATION.

Elementary theory; its perception and reproduction in sound, and its perception and recording. Scales, modes, intervals and rhythm. Credit, 1 semester hour.

MUSIC S102. HARMONY.

A continuation of Harmony S101. Credit 2 semester hours.

MUSIC S102. SIGHT SINGING AND DICTATION.

A continuation of Sight Singing and Dictation S101. Credit, 1 semester hour.

MUSIC S120. MUSIC EDUCATION AT THE PIANO.

As far as practical, conducted by discussion method. The building of musicianship in the student through piano study. Credit, 2 semester hours.

MUSIC S201. SCHOOL MUSIC FOR GRADE TEACHERS.

Appreciation, simplified presentation of musical essentials, sight reading, child voice, materials, value of music and its place in school curriculum. Credit, 2 semester hours.

MUSIC S300. APPRECIATION.

Constructive listening for the non-music student. Credit, 1 semester hour.

MUSIC S301. ELEMENTARY SCHOOL MUSIC.

Methods, materials, observation; the child voice, rote song, appreciation, creative music. Credit, 3 semester hours.

MUSIC S301. COMPOSITION.

Vocal writing. Short solo and choral settings; instrumental three-part song form. Permission of the instructor required for admission. Credit, 2 semester hours.

MUSIC S301. WIND INSTRUMENT PEDAGOGY.

Brass and wood wind instruments. Preparation for conducting school orchestras and bands; procedure for class teaching; principles of holding, fingering and playing the different instruments. Practical experience in playing instruments of each type. Students should bring own instruments when possible. Two double periods a week. Credit, 2 semester hours.

MUSIC S302. STRING INSTRUMENT PEDAGOGY.

Preparation for conducting school orchestras; procedure for class teaching; survey of materials for class teaching; principles of holding, fingering and playing instruments, practical experience in playing instruments of each type. Students should bring their own instruments when possible. Two double periods a week. Credit, 2 semester hours.

MUSIC S351. STRUCTURAL ANALYSIS.

Homophonic and contrapuntal forms, with consideration of the structural detail of composition. Prerequisite: a course in harmony. Credit, 2 semester hours.

MUSIC S352. HARMONIC ANALYSIS.

Analytical study of the harmony of Wagner, Franck, and a contemporary composer. Prerequisite: a course in harmony. Credit, 2 semester hours.

MUSIC S400. CHORAL CONDUCTING.

Problems of the Glee Club and Chorus. Development of group tone quality, rhythm, and ear training. Philosophy of interpretation and the indication of desired results. Credit, 1 semester hour.

MUSIC S401. CONDUCTING AND INSTRUMENTAL ENSEMBLE.

A course in the essentials of conducting, technique of the baton, orchestral repertoire, interpretation, and practical experience in conducting. Credit, 2 semester hours.

MUSIC S451. HIGH SCHOOL MUSIC.

Methods, materials, appreciation, theory and observation. This course is designed for those with a major in school music. Credit, 2 semester hours.

MUSIC S451. APPRECIATION.

An elective course for the music major. Credit, 2 semester hours.

PHYSICAL EDUCATION**FIRST TERM**

PHYSICAL EDUCATION S152. BEGINNING SWIMMING.

Credit, 1 semester hour.

PHYSICAL EDUCATION S252. INTERMEDIATE SWIMMING.

Credit, 1 semester hour.

PHYSICAL EDUCATION S340. RECREATIONAL LEADERSHIP.

A brief survey of the field of recreational leadership, including methods and practice in planning large parties suitable for recreation centers and churches; materials which could be included in the leadership of such clubs for adolescent girls as Camp Fire Girls, Girl Reserves, Girl Scouts, and 4-H Club Girls; hiking, handicraft, nature lore, and cooking out-of-doors. Credit, 2 semester hours.

PHYSICAL EDUCATION S350.7. METHODS AND MATERIALS FOR ELEMENTARY SCHOOLS.

Activities, materials, and methods in physical education as adapted to unit teaching in the elementary school; and lesson planning, directed observation in the training school, and study of the State program in physical education. Credit, 2 semester hours.

PHYSICAL EDUCATION S350.7. METHODS AND MATERIALS FOR SECONDARY SCHOOLS.

A study of the state point system for high school girls with emphasis on material, organization, record keeping and methods. Credit, 2 semester hours.

PHYSICAL EDUCATION S352. ADVANCED SWIMMING.

Life saving may be included, if desired. Credit, 1 semester hour.

PHYSICAL EDUCATION S110, S210, S310, S410. GENERAL ACTIVITIES.

A course in tennis which will be arranged to meet individual needs. May be substituted for activity courses offered during the regular session. Credit, 1 semester hour.

PHYSICAL EDUCATION S452. HEALTH EDUCATION.

A survey in the field of health education and study of teaching principles involved in the presentation of health work. Credit, 2 semester hours.

SECOND TERM

PHYSICAL EDUCATION S152. BEGINNING SWIMMING.

Credit, 1 semester hour.

PHYSICAL EDUCATION S252. INTERMEDIATE SWIMMING.

Credit, 1 semester hour.

PHYSICAL EDUCATION S352. ADVANCED SWIMMING.

Life saving may be included, if desired. Credit, 1 semester hour.

PHYSICAL EDUCATION S110, S210, S310, S410. GENERAL ACTIVITIES.

A course in tennis which will be arranged to meet individual needs. May be substituted for activity courses offered during the regular session. Credit, 1 semester hour.

PHYSICAL SCIENCE

FIRST TERM

PHYSICAL SCIENCE S101. SURVEY IN THE PHYSICAL SCIENCES.

This course initiates the student into the various fields of the physical sciences with a view to having her cultivate an appreciation of the natural phenomena with which she is in daily contact. Physical principles rather than factual information are stressed. Identical with first semester's work of the regular session. Credit, 3 semester hours.

PHYSICAL SCIENCE S111. GENERAL CHEMISTRY.

This course embraces a study of the common elements and their related compounds, along with fundamental chemical laws, theories, etc. Identical with first semester's work of the regular session. Credit, 3 semester hours.

PHYSICAL SCIENCE S231. ORGANIC CHEMISTRY.

A course in organic chemistry for students with a major in home economics. Identical with first semester's work of the regular session. Credit, 3 semester hours.

PHYSICAL SCIENCE S340. PHYSICS.

An elementary course in general physics with emphasis on the practical application of these principles to home appliances. This course is designed for students with a major in home economics. Credit, 3 semester hours.

SECOND TERM

PHYSICAL SCIENCE S102. SURVEY IN THE PHYSICAL SCIENCES.

A continuation of Physical Science S101. Credit, 3 semester hours.

PHYSICAL SCIENCE S112. GENERAL CHEMISTRY.

A continuation of Physical Science S111. Credit, 3 semester hours.

PHYSICAL SCIENCE S232. PHYSIOLOGICAL CHEMISTRY.

A course in physiological chemistry for students with a major in home economics. Credit, 3 semester hours.

PHYSICAL SCIENCE S340. PHYSICS.

An elementary course in general physics with emphasis on the practical application of these principles to home appliances. This course is designed for students with a major in home economics. Credit, 3 semester hours.

PSYCHOLOGY**FIRST TERM****PSYCHOLOGY S200. EDUCATIONAL PSYCHOLOGY.**

A study of the laws of learning, reasoning and imagining, transfer of training, factors influencing efficiency, individual differences in intelligence, achievement, and capacity. Prerequisite: Elementary or general psychology. Credit, 2 semester hours.

PSYCHOLOGY S201. GENERAL PSYCHOLOGY.

A study of innate and acquired factors in behavior, motivation of behavior, individual differences and their measurement, problems of learning, and personality adjustments. Scientific method illustrated with simple experiments which form the basis of teaching. Credit, 3 semester hours.

PSYCHOLOGY S211. GENERAL PSYCHOLOGY.

A study of the reaction hypothesis, native equipment, sensation and feeling, emotion and the dominant human urges, motivation and adjustment, learning, perception and attention, general intelligence and special aptitudes, and personality. Credit, 2 semester hours.

PSYCHOLOGY S250. CHILD PSYCHOLOGY.

Identical with the course in child psychology offered during the regular session. Credit, 2 semester hours.

PSYCHOLOGY S310. ABNORMAL PSYCHOLOGY.

Types of personality and their relation to abnormalities; amnesias; sleep; dreams; hypnosis, hallucinations; multiple personalities; neuroses and psychoses; principles of mental hygiene. Prerequisite: Elementary or General Psychology. Credit, 2 semester hours.

SECOND TERM**PSYCHOLOGY S200. EDUCATIONAL PSYCHOLOGY.**

Same as above. Credit, 2 semester hours.

PSYCHOLOGY S202. GENERAL PSYCHOLOGY.

A continuation of Psychology S201. Credit, 3 semester hours.

PSYCHOLOGY S212. GENERAL PSYCHOLOGY.

A continuation of Psychology S211. Credit, 2 semester hours.

SECRETARIAL SCIENCE**FIRST TERM****SECRETARIAL SCIENCE S111. ELEMENTARY TYPEWRITING.**

The touch system of typewriting. Accuracy and arrangement. This course will be especially designed for those wishing to learn typewriting for personal use. Credit, 3 semester hours.

SECRETARIAL SCIENCE S360. BUSINESS LAW.

The law underlying business transactions. Credit, 3 semester hours.

SOCIOLOGY AND ECONOMICS**FIRST TERM****SOCIOLOGY****SOCIOLOGY S200. SCHOOL AND COMMUNITY RELATIONSHIPS.**

Principles and methods of community organization; the school as a center of community activities; the teacher's relation to community leadership. Intensive study of the Parent-Teacher Association, its policies, machinery, materials, program, and activities. Demonstration and practice freely used as methods of instruction. Credit, 2 semester hours.

SOCIOLOGY S201. CONTEMPORARY PROBLEMS.

An examination of personal, social and economic problems that command the attention of contemporary laymen. The aim is to provide a basis of study and thought which will assist the laymen of a democracy to live satisfactory lives. No attempt is made to develop specialized social scientists. Required of sophomores in most of the curricula. Credit, 3 semester hours.

SOCIOLOGY S210. PRINCIPLES OF SOCIOLOGY.

This course, designed for students with majors in other fields, aims to analyze and interpret social experience and thus prepare for a more intelligent participation in social life. After viewing the origin of social experience and the nature of personality, there is a study of the organization of human experience into social institutions—the family, property, the state, the church. Required of students with a major in home economics. Credit, 2 semester hours.

SOCIOLOGY S240. SOCIAL RESOURCES OF ALABAMA.

A course including a study of social agencies. Credit, 2 semester hours.

SOCIOLOGY S301. A SURVEY COURSE.

Development of social work and study of present day trends. Credit, 2 semester hours.

SOCIOLOGY S321. SOCIAL WORK.

The course includes a study of the major problems of Social work; poverty, desertion, and non-support, delinquency, physical and mental deficiency and disease, etc. It is devised for students entering social work and related professional fields. Credit, 2 semester hours.

SOCIOLOGY S330. THE FAMILY.

The brief sketch of the history of the family, the home, and family relations. Credit, 3 semester hours.

SOCIOLOGY S370. PRACTICAL EXPERIENCE IN THE USE OF THE CASE WORK METHODS IN ASSISTING INDIVIDUALS AND FAMILIES.

Emphasis on problems affecting child welfare utilizing visiting teacher methods. Credit, 2 semester hours.

SOCIOLOGY S421. SOCIAL CASE WORK.

A discussion of the methods of social case work. Selected case records are examined and utilized as material for study and discussion of techniques including visiting teacher methods. Credit, 3 semester hours.

SOCIOLOGY S461. COMMUNITY ORGANIZATION.

Study of principles underlying organization of the community activities and types of organizations. Credit, 2 semester hours.

SOCIOLOGY S470. FIELD WORK.

A special field work unit is maintained by Alabama College in cooperation with the Shelby County Department of Public Welfare. Cases involving case work problems are assigned to the students under supervision. Experience is provided in an intensive practical study of individual, family, and community problems. Credit, 2 semester hours.

ECONOMICS**ECONOMICS S350. PRINCIPLES OF ECONOMICS.**

This course is designed to assist students in a study of the economic principles which are of value to citizens as applied in everyday living. Thirty-one principles of modern economic life are examined. The operation of these principles in contemporary American economy is studied. Particular emphasis is placed on the principles of distribution and consumption. Credit, 3 semester hours.

SECOND TERM**SOCIOLOGY****SOCIOLOGY S202. CONTEMPORARY PROBLEMS.**

A continuation of Sociology S201. Credit, 3 semester hours.

SOCIOLOGY S220. AN INTRODUCTION TO THE STUDY OF RURAL SOCIOLOGY.

A survey of the physical, economic, and social aspects of farm life. Special emphasis on the major problems growing out of rural living. Required of students with a major in home economics. Credit, 2 semester hours.

SOCIOLOGY S302. A SURVEY COURSE.

A continuation of Sociology S301. Credit, 2 semester hours.

SOCIOLOGY S322. SOCIAL CASE WORK.

A study of the principles of social case work and their application to the major problems of social work. Designed only for professional students in the field of social case work. Prerequisite: Sociology 321. Credit, 2 semester hours.

SOCIOLOGY S422. SOCIAL CASE WORK.

A continuation of Sociology S421. Credit, 3 semester hours.

SOCIOLOGY S462. PUBLIC WELFARE.

A course dealing with the history, organization, and functions of public welfare. A study of selected state and county departments; relation of public and private agencies. Credit, 2 semester hours.

SOCIOLOGY S470. FIELD WORK.

Same as above. Credit, 2 semester hours.

ECONOMICS**ECONOMICS S360. ECONOMIC PROBLEMS.**

Problems involved in the application of democratic principles to modern American economic life comprise the body of this course. Problems of establishing a democratic relationship between political and economic life are emphasized. Credit, 3 semester hours.

SPEECH**FIRST TERM****SPEECH S210. PRINCIPLES OF SPEECH.**

A fundamental course in speech education. Credit, 1 or 2 semester hours.

SPEECH S212. STORY TELLING.

The technique and art of telling stories with practical application in a story hour. Credit, 3 semester hours.

SPEECH S351. HOW TO READ ALOUD.

Credit, 1 semester hour.

SPEECH S370. SPEECH CONTESTS.

Preparation and training for entries in contests. Credit, 2 semester hours.

SPEECH S380. CHORAL SPEAKING.

Credit, 2 semester hours.

SPEECH S382. AUDITORIUM.

Preparation for the auditorium teacher. Credit, 2 semester hours.

SPEECH S410. PRODUCTION OF A PLAY.

Credit, 1 or 2 semester hours.

INDIVIDUAL LESSONS.

Hours and credit arranged. Special fee.

DEMONSTRATION SCHOOLS**FIRST TERM****Elementary**

Work will be provided from the first grade through the sixth grade. No fees will be charged. Pupils desiring elementary work should make application as early as possible.

Junior High

Work in combined Junior 1 and Junior 2 classes will be given in art, English, music, manual arts, physical education, and science. No fees will be charged. Pupils desiring this work should make application as early as possible.

Senior High

Regular high school credit can be earned in the senior high school subjects listed below. Additional courses may be organized in art, manual arts, and music. No fees will be charged pupils from the area served by the Montevallo High School. Other pupils will each pay a matriculation fee of \$3.00 and a tuition fee of \$4.00 for each half-unit of work.

ENGLISH SR. 2a. COMPOSITION AND LITERATURE.

Standard Senior 2 high school English. Texts: Cook, Using English; Miles-Pooley-Greenlaw, Literature and Life, Book III. Credit, $\frac{1}{2}$ unit.

ENGLISH SR. 3a. COMPOSITION AND LITERATURE.

Standard Senior 3 high school English. Texts: Cook, Using English; Briggs-Herzberg-Bolenius, English Literature. Credit, $\frac{1}{2}$ unit.

SOCIAL STUDIES SR. 2a. AMERICAN HISTORY.

Standard Senior 2 high school history. Text: Barker-Dodd-Com-mager, Our Nation's Development. Credit, $\frac{1}{2}$ unit.

SOCIAL STUDIES SR. 3a. ECONOMICS AND SOCIAL PROBLEMS.

Standard Senior 3 high school social studies. Text: Hill and Tug-well, Our Economic Society and Its Problems. Credit, $\frac{1}{2}$ unit.

MATHEMATICS SR. 2a. PLANE GEOMETRY.

A study of the first two books. Text: Morgan, Foberg and Breck-enridge, Plane Geometry. Credit, $\frac{1}{2}$ unit.

MATHEMATICS SR. 3a. SOLID GEOMETRY.

Text: Morgan, Foberg and Breckenridge, Solid Geometry. Credit, $\frac{1}{2}$ unit.

SCIENCE SR. 1a. BIOLOGY.

Standard Senior 1 high school biology. Text: Baker-Mills, Dy-namic Biology. Credit, $\frac{1}{2}$ unit.

SECOND TERM**Senior High****ENGLISH SR. 2b.**

A continuation of English Sr. 2a. Credit, $\frac{1}{2}$ unit.

ENGLISH SR. 3b.

A continuation of English Sr. 3a. Credit, $\frac{1}{2}$ unit.

SOCIAL STUDIES SR. 2b.

A continuation of Social Studies Sr. 2a. Credit, $\frac{1}{2}$ unit.

SOCIAL STUDIES SR. 3b.

A continuation of Social Studies Sr. 3a. Credit, $\frac{1}{2}$ unit.

SCIENCE SR. 1b.

A continuation of Science Sr. 1a. Credit, $\frac{1}{2}$ unit.

MATHEMATICS SR. 2b. PLANE GEOMETRY.

A continuation of Mathematics Sr. 2a, offered the first term. Plane Geometry, Books III, IV, and V. Text: Same as first term. Credit, $\frac{1}{2}$ unit.

MATHEMATICS SR. 3b. INTERMEDIATE ALGEBRA.

Follows Mathematics Sr. 3a. Text: Calhoun-White-Simpson, Algebra, Second Course. Credit, $\frac{1}{2}$ unit.

Fees for Second Term

Pupils from the area served by the Montevallo High School who were in attendance during the first term will be charged no fees for the second term. Pupils from other areas and pupils from the Montevallo High School area who were not in attendance during the first term will each be charged a tuition fee of \$4.00 for each half-unit of work, and also a matriculation fee of \$3.00.

All senior high school classes will meet twice daily.

**APPLICATION FOR ADMISSION TO
THE 1938 SUMMER SCHOOL**

at

**ALABAMA COLLEGE
MONTEVALLO**

Date of application

1. Name (in full)

2. Address: Street and No., or R. F. D.

City, County State

3. Name and address of parent or guardian

4. Last school attended

Graduate?

do

5. Enclosed is reservation fee of \$2.00. Please do not (strike out one)
make reservation in the College dormitory for me.

6. List of courses desired:

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Remarks:

Signature of Applicant

